INNOVATIVE METHODS OF DEVELOPING SENIOR STUDENTS' READINESS FOR CAREER CHOICE

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Abstract: This article is devoted to exploring the specific and innovative forms of developing readiness among senior schoolchildren to make informed career choices. The author examines the psychological, pedagogical, and social factors influencing the process of vocational orientation during the final years of general education. Special attention is given to the current system of career guidance implemented within the preschool and school education framework of the Republic of Uzbekistan. The study highlights the importance of early professional awareness, the integration of modern technologies into career education, and the role of teachers and parents in shaping students' aspirations. Additionally, the article discusses methodological approaches and strategies aimed at aligning students' personal interests and abilities with the labor market demands.

Key words: career guidance, professional orientation, education system, technology, profession, methodology, psychological development, students, Uzbekistan.

When characterizing the peculiarities of forming readiness for career choice in senior school age in general education schools, we start from the recognition that personality development is a complex, lengthy, and multi-stage process. At the same time, like the personality itself, its development is simultaneously holistic and multifaceted.

Each individual goes through distinct, qualitatively different stages in their development. The most general periodization of life, covering it as a whole, divides it into three rather long segments of the life path: 1) maturation — up to 30 years; 2) adulthood — up to 60 years; 3) old age — until the end of life.

Pedagogical psychology, which studies the features of human development during the formation period, identifies the following stages: infancy, early childhood, preschool age, junior school age, adolescence, and youth. Adolescence is subdivided into early adolescence and late adolescence.

Personality development is a gradual accumulation of imperceptible quantitative changes, which at some stage transform into qualitative ones. Accordingly, age-related characteristics of specific development stages do not exist as static features limited to that stage and change only when transitioning to the next. Rather, the age-related traits of each stage exist as certain tendencies.

Educators must utilize the opportunities of each age period in personality formation, as what is missed in childhood cannot be compensated for during youth or especially in adulthood. This rule applies to all spheres of a student's life, particularly the stage of forming readiness for career choice.

An indicator of this development is the emergence of a sense of "adulthood," which is a central formation of adolescence, since it "is the new formation through which the adolescent identifies with, compares themselves to adults and peers, finds role models, builds relationships with others, and restructures their activities."

It should be remembered that the social situation of adolescence is such that, at this age, due to the level of development achieved by pupils, new opportunities arise to direct their activities for the benefit of society.

At the same time, this age provides growing opportunities for work and other activities to be organized by the students themselves. Through this progressively complex and developing activity of adolescents, their self-awareness is formed. Awareness of one's "self" and one's relationship to the environment acts as a unified process, with interpenetrating and intertwined aspects.

It has been established that an adolescent's awareness of their relationships with the surrounding reality is one of the prerequisites for the emergence of the social development situation of senior school age, characterized by the formation of worldview, beliefs, and the development of mediated needs.

At this age, there is a transition from relatively conscious, unstable, and often socially unaligned motives of junior schoolchildren to the formation of a certain moral orientation in senior students. Science has established that the features of educating senior students are largely determined by the specifics of youth. A brief characterization of this stage is as follows:

At this age, senior students enter a stage of independent life. They tend to be future-oriented. This inevitably leaves an imprint on all behaviors and psyche of young men and women, self-awareness grows, the need for self-determination and career choice develops, self-esteem gains importance, and worldview intensively forms.

It should be noted that the process of forming readiness for career choice in boys and girls is largely predetermined by the state of the modern economy and the organization of upbringing in the pedagogical systems in which they are involved — family, school, and extracurricular education institutions.

Shortcomings in career guidance and overall educational work lead to infantilism in forming readiness for professional activity, lack of professional interests, and unpreparedness of senior students for career choice.

Mass studies during experimental work on readiness for career choice among senior students showed varying readiness levels, with three levels distinguished — low, medium, and high. Usually, most senior students have a low level of readiness for career choice. The reason is that senior students are not engaged in professional trials containing creative components of various professional activities, from idea to final result.

The formation of readiness for career choice and interest in diverse activities will be effective only when senior students participate in diverse activities. Psychologists note that learning remains the leading activity at this age, but alongside it, work and professional activity increasingly play a role, usually beyond school and extracurricular institutions.

An important factor in the moral formation of senior students and developing their readiness to continue education after school is work. Compared to adolescents, senior students' interests become more selective and stable, with a shift from interest in subjects to interest in science. The content of studied subjects allows senior students to philosophically comprehend the surrounding reality and shows serious interest in worldview issues. Their interests include problems of logic, psychology, bionics, genetics, astrophysics, market economy, etc.

Science has established that the collective plays a significant role in the life of senior students, and this age is called the most "collectivist." Involvement in collective affairs and concerns gives senior students the opportunity to demonstrate their abilities and talents.

The process of self-determination unfolds, the growth of self-awareness contributes to the development of the need for self-education and the desire to free oneself not only from behavioral shortcomings but to improve the personality as a whole. At this stage, great importance is attached to educating senior students about a correct understanding of the young person's personality and forming their moral ideal, according to which they will shape their own personality.

It should be noted that under modern conditions, the potential readiness of senior students for life organization is formed in a complex social reality, making their future life path and career very uncertain.

This creates a challenging problem — determining the correct measure in assessing and understanding social relations and their significance in life. Students need communication, and the very process of schooling attracts not only by its content but also by the possibility of communication with peers.

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